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ABSTRACT

The key objectives of this report and bibliography are: (1) to describe the major emphases of literature related to research in the areas of inservice training in 2-year institutions, noting substantive studies, and (2) to delineate significant gaps in the present literature. Three fundamental inservice training questions are discussed: What is needed? How do we meet the need?; and What are the overriding problems in instituting inservice education? Gaps in the current literature on inservice education are related to the need to give more attention to: the role of the graduate school in and the effects of retrenchment and collective bargaining on staff development; data on inservice needs; descriptions of models for staff development and of inservice models meeting the special problems and potential of adjunct faculty and classified staff; problems posed by weak or nonexistent commitment to staff development by community college trustees or into methods to elicit and strengthen trustee support; seeking low-cost high-return programs; the value of community advisory boards in planning inservice programs and models for successful participation of such boards; and the influence and emphasis of accrediting agencies on staff development and inservice education as one indicator of institutional vitality. The annotated bibliography offers a review of the substantive literature pertinent to community college staff development. (DB)

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# THE LITERATURE OF STAFF DEVELOPMENT: EMPHASES AND SHORTCOMINGS

a paper

prepared for the conference

"Planning for Community College Staff Development"

July 1-3, 1974

by
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Gordon Kilpatrick, compiling an inservice education report[1] for El Camino College in California back in 1967, stressed the need for a change in the purpose of staff development from the elimination of preservice deficiencies to the contemporary problems facing faculty on the job. His suggestion was the harbinger of a major shift in the focus of staff development. In fact, it may well be claimed that the emphasis in the literature of staff development on community college inservice education began in 1967. The term inservice must be stressed here, for staff development has long been a concern of the two-year institution. However, staff development in the early 1960s was directed chiefly toward preservice teacher training, and the orientation and assimilation of large numbers of new personnel. The reason for this focus is not difficult to discover. In the sixties, 442 new community colleges opened. The enrollments on two-year campuses across the nation increased 3.3 times from 750,000 to 2,500,000 students. The employment of professional staff correspondingly tripled from 41,000 to 130,000.[2] Rapid expansion, a teacher shortage, and employment mobility undercut the need for inservice training. It often seemed easier and quicker to attempt to hire staff with the competencies, attitudes and backgrounds desired by the college, than to retrain and revitalize those already employed.

Yet, as we now know, the boom could not last indefinitely. Between 1968 and 1974, the rapid expansion of community colleges slowed and stabilized. In some cases, enrollments and professional staff actually declined. The educational job market became glutted and, with that glut, employment mobility became a phenomenon of the past. With the passing of the boom, the focus of staff development had to change.

Hence, we find concern for inservice education, for keeping existing personnel professionally refreshed and upgraded, surfacing strongly at the end of the last decade. About the same time, impetus for significant development in inservice education on the national scene appeared with the passage and funding of the Education Professions Development Act, and with the receipt of significant staff development grants by the American Association of Junior Colleges from various foundations. This growing emphasis on inservice education was quickly reflected in a rapid expansion of research on the subject. Thus, whereas before 1967 community college personnel in charge of inservice training had to rely mainly upon the suggestions and observations of public school and senior college practitioners, the last seven years have seen research developing out of, and indigenous to, the experience of two-year institutions.

My purpose here is to review this research. In discussing it, I have two key objectives: (1) to describe the major emphases of the literature noting substantive studies in each

area, and (2) to delineate significant gaps in the present literature, gaps that need serious attention in the next few years. It should be stressed that my aim is not a labored enumeration of the entire body of research, for what follows is an interpretive supplement to the annotated bibliography compiled for this conference. Thus, much of what I would say in exhaustive enumeration would merely be repetitious. My purpose, rather, is to highlight items in the bibliography, a knowledge of which is essential in approaching the fundamental problems and issues of staff development.

To begin, our first key concern is to describe emphases of the literature to date. These might usefully be expressed in a number of fundamental inservice training questions: (1) What is needed? That is, what is the nature and scope of the demand for inservice education and what is the nature and scope of the available supply to meet that demand? (2) How do we meet the need? That is, how shall we design national, state and local staff development programs, both comprehensive continuous ones and those targeted to solve special problems and meet special needs? (3) What are the overriding problems we face in instituting inservice education, problems both indigenous to the attempt and problems unique to, or characteristic of, this point in the history of higher education?

The answering of the initial question (what is needed?) was recognized as a first rate priority in the mid-1960s and has remained so up to the present. Roger Garrison's

interviews[3] with community college faculty across the nation in 1966 indicated serious concern on the part of those surveyed for quality inservice programs aimed at professional refreshment and upgrading. The doctoral dissertations of J. R. Samlin and Clyde Colman[4], finished about the same time as Garrison's study, contain surveys of national scope that underline the lack of support for, and the inadequacy of, inservice programs then in existence. However, the most substantive early study was AAJC's 1969 national survey of community college administrators[5] designed to delineate the major areas of inservice training demands, and to expose serious deficiencies in the training supply. An important list of inservice needs was identified and critical gaps in supply were discovered. Since 1969, the most comprehensive summary of needs has been presented by Terry O'Banion in his report entitled Teachers for Tomorrow: Staff Development in the Community-Junior College (1972)[6] presented to the President's Advisory Council for Education Professions Development. His work represents a landmark study on the subject of staff development. Its summary of community college needs, its delineation of current major efforts in preservice and inservice training, and its recommendations designed to meet the various needs of staff in the coming decade make it an essential resource for those involved in planning and directing inservice education

programs. A final work of major import, especially as an update of the foregoing studies, is the report on the proceedings of the 1973 AACJC National Assembly on staff development entitled Educational Opportunity for All: New Staff for New Students.[7] This valuable volume of papers by leaders in the field of inservice education touches on such matters as "Differentiating Staff Patterns and Potentials," "Staffing to Meet the Needs of Spanish Speaking Students," "Native American Staff: A Prerequisite to Successful Indian Education," and "A Futuristic Look at Training" by David S. Bushnell (whose recent study Organizing for Change: New Priorities for Community Colleges is part of a major attempt to anticipate the leading concerns of, and developments in, the community college through the 1970s).

The needs targeted by the foregoing studies and a number of shorter, less significant works are staggeringly broad in scope and fundamental in importance if the community college is to fulfill its mission as the college of the people. Staff need to understand the philosophy, history, and goals of the community college. They need to understand the college's unique educational relationship with the community it serves and the special needs of that community. They need an intimate understanding of the students they teach, counsel, and direct. They need a working

knowledge of programmed instruction, testing, measurement, learning theory, and the latest in educational technology. They need a thorough understanding of, and a profound sensitivity to minority group backgrounds and problems. They need to be made masters of group dynamics and human relations. In short, community college staff need to be retreaded, revitalized, upgraded, refreshed, updated, retaught--yea, transfigured. No small order!

How do we meet it? That is the second major emphasis the literature has struggled with over the past few years. Terry O'Banion's Teachers for Tomorrow again appears to be an essential work here. For those planning staff development programs, his study supplies basic background on the present state of inservice education, the types of training available, the nature of federal and state support, and the role of the graduate institution. His recommendations for a comprehensive, continuing program of inservice education state-wide and college-wide, touching every staff member and individually tailored to each member's needs represent fundamental considerations those responsible for staff development should not ignore if they desire success. For an update on important staff development events since the publication of Teachers for Tomorrow, O'Banion's article "Teachers for Tomorrow: One Year Later" in the November 1973 issue of the Community and Junior College Journal highlights

legislative, research and program growth nationwide.

State-wide staff development programs have been regrettably rare in the past decade. However, there have been a few promising developments. The most important has been the model Florida staff and program development effort established in 1967 when the state legislature allocated 3% of the state's community college appropriation to be spent annually for such purposes. The model has been variously described by O'Banion in Teachers for Tomorrow, by Wetzler Wilson[8] who discussed implementation of the legislation in 1970, and Harold Kastner[9] who reviewed the system's progress in 1973 after six years of operation. It remains the finest state-wide staff development program to date, one that other states unfortunately have been slow in emulating. Recently some action has been evident in New York State that touches on system-wide inservice education. S. V. Martorana[10] has described a model designed with F.P.D.A. assistance aimed at improving instruction in New York community colleges. A significant aspect of the model is the promoting of greater opportunities for faculty inservice education. State-wide staff development programs, however, remain critically few and much more movement is needed legislatively and administratively in this area.

Some excellent descriptions of comprehensive, continuous college-wide staff development systems also exist.

O'Banion's Teachers for Tomorrow again is a primary resource book in this regard, both reviewing models and recommending action on comprehensive inservice education. However, other valuable insights may be gleaned from the observations of the staff development coordinators for Miami-Dade North, Carol Zion and Connie Sutton, on their college's innovative approach to continual professional growth.[11] Another study, Orland Lefforge's Inservice Training as an Instrument for Change,[12] endorses a comprehensive program with the aims of developing a climate for educational innovation on campus, and for individual initiative in seeking professional development. He also stresses the vital need for evaluation and accountability in the use of inservice funds. The input on inservice education, he asserts, should be measured in terms of the results in increased student learning. Yet, in the area of continuous, comprehensive inservice education as in the area of state-wide staff development programs, the literature remains inadequate, perhaps because the design and implementation of such systems have been slow in evolving. Again, as with state-wide programs, the need for more descriptions of successful models remains a crucial one.

The literature of inservice education is most fertile in its descriptions of what might be called special programs, those aimed at solving some specific campus problem (e.g., lack of awareness of minority group problems and

backgrounds) or at educating the staff in new teaching techniques (e.g. the writing of learning objectives). In the modification of staff values and behaviors, a number of challenging models have been presented. One of these, the Dallas Human Relations Lab of El Centro Community College,[13] designed to achieve more open communication and cooperation between administration, staff, and students, suggests one method of coping with a two-year college at odds with itself and its mission. Other models concern themselves with sensitizing white middle-class, ethno-centric faculty to the cultural backgrounds and educational needs of the "new" student. Andrew Goodrich's 1971 article "The Now Faculty and the New Student"[14] discussed the importance of training faculty to a working awareness and a new respect for those from different educational and cultural backgrounds. He examined AAJC's Minority Awareness Workshops and other programs as means to those ends. D. DeNevi presents yet a third model in his article "Retreading Teachers the Hard Way."[15] He reports on a summer institute for community college teachers which matched them in one-to-one working relationships with the youth of the inner city to intimately acquaint the former with the environment and the human needs of the latter. D. G. Berbert[16] describes a variation of DeNevi's approach, a one-week seminar in Kansas City which put faculty in direct contact with the environments and problems of various racial,

ethnic and counter-culture minority groups. The foregoing are only a few of many experimental and innovative programs designed to change staff values and behaviors.

The literature is, likewise, reasonably rich in its descriptions of special programs designed to educate and update staff in new teaching techniques and technology. For instance, Roger Garrison's description of the 1969 AAJC Seminar for Great Teachers[17] has since become a model for regional and state conferences bringing together ~~the~~ highly competent community college instructors to facilitate the transfer of new ideas, and to keep top staff members challenged and refreshed. Another report, one on Danforth's Community College Institute,[18] suggests one basis for fruitful cooperation between the two-year institution and the graduate school by presenting faculty and administrators of the junior college with an opportunity to target a particular campus problem and utilize the resources and expertise of the senior school to solve it. Still another description, a campus-wide program at Columbia Basin College for curriculum reform through the implementation of behavioral objectives, presents a useful model for those contemplating similar experiments.[19] One final example, discussed by J. W. Gilley and T. A. Tollefson, in their monograph entitled Products and Productivity, reports on an inservice education program to train instructors in the "systems" approach to instruction at Wytheville Community College. Again these

works only scratch the surface of the available literature and the aim here is merely to suggest the variety and extent of research on the subject. If the Carnegie Commission's forecast of a general use of new instructional technologies by the year 2000[21] is correct, the importance of this emphasis of the literature will grow yearly.

The third major emphasis of the literatur concentrates on the overriding problems we face in instituting quality inservice training, problems both indigenous to the attempt and problems unique to, or characteristic of, this particular point in the history of higher education. Four of the most critical problems at present seem to be support, graduate schools, retrenchment, and collective bargaining. The first and most critical problem is that of support, support being defined in terms of both philosophical commitment and concrete funding. O'Banion's Teachers for Tomorrow stresses the necessity of commitment from state legislatures, departments of education, community college trustees, administrators and faculty members in achieving a smoothly functioning comprehensive staff development program. Funding, which goes hand-in-hand with significant commitment, is so serious a problem that discussions on it are interlaced throughout the literature. For instance, Orland Lefforge in Inservice Training as an Instrument

for Change[22] suggests that two-year colleges explore more vigorously than they have in the past the potential of low-cost high-yield programs. On another tack, Louis Bender at the AACJC 1973 Assembly on Staff Development[23] delineated the latest legislative and funding actions on the federal and state levels, and made recommendations for coping with the situation as it stands presently. Funding trends today on the federal and state levels may generally be termed non-trends. They are neither progressive nor reactionary. The picture presented by the literature is one of less than wholehearted commitment to staff development. At worst the response has been cold, at best, lukewarm. Obviously there are other problems in designing and implementing inservice training, but lack of commitment and funding is fundamental to the process. The problem of support is, indeed, one of the first rank.

A second significant problem lies in the relationship between the graduate school and the community college when the resources of the former become a necessity in meeting the inservice training needs of the latter. After the question of "Do we have the support and money?" comes that of "Can we find relevant quality training beyond what we ourselves can produce?" The lack of responsiveness of graduate institutions to two-year college needs had become so critical in the late sixties that Derek Singer[24] was moved to suggest

the establishment of a community college institute for the preservice and inservice training of personnel. Later, Jay Chronister in an occasional paper entitled Inservice Training for Two-Year College Faculty and Staff: The Role of the Graduate Institution[25] delineated the major problems and considerations that those involved in planning community college inservice programs must anticipate in working with upper-level schools. Finally, in the last two years, descriptions have begun to appear of model cooperative relationships between junior and senior institutions. Danforth's Community College Institute has already been mentioned in this regard. Another example, one discussed by Charles Atwell and Robert Sullins,[26] examines an equal partner relationship between New River Community College in Southwestern Virginia, and Virginia Polytechnic Institute and State University. One last relationship, briefly described by Bob Miller,[27] reports on a program developed by Tarrant County Junior College District whereby staff can receive graduate training at any of seven different universities with a minimal time spent in residence. While the literature is not nearly substantial enough on this problem, significant progress is being made, in part a reflection on a changing attitude towards, and a greater responsiveness to, the community college on the part of graduate institutions.

The third major problem facing community college inservice programs in the seventies--that of retrenchment--is

only beginning to receive serious attention in the literature. Raymond E. Schultz, in an article entitled "Low Turnover Creates Staff Development Problems" in an early issue of the newly established Community College Review[28] investigates stabilization and retrenchment as a major phenomenon of higher education in the 1970s, its potential effects on staff development, and suggestions for implementing inservice activities in the face of stable staffs and retrenched ones. However, the most important study to date is Faculty Development in a Time of Retrenchment,[29] published this year by the Group for Human Development in Higher Education associated with Change magazine. It makes valuable observations on the need for increased attention to inservice education due to retrenchment; discusses in detail possible inservice programs, teacher training, the role of experts and consultants, available national resources, and other related matters; and makes key strategy recommendations. Yet, though this volume is a substantive one, much more study is needed both on the effects of retrenchment and on successful inservice programs in a retrenched environment.

A fourth and final major problem today lies in the effects of collective bargaining on staff development. The literature is almost totally mute on the subject aside from a short article by James H. Nelson, called "Collective Bargaining: An Instrument for Staff Development."[30] He advocates a shift from agreements that endorse activities believed to result in progessional growth to

behavioral changes or competencies which can serve as evidence of such growth. However, his glance at the subject presents neither substantial data on staff development under present agreements nor strategy recommendations for establishing significant programs under future agreements. Yet, the fact is: collective bargaining is fast becoming another major phenomenon in the evolution of the community college in the seventies. Over one-third of all public post-secondary educational institutions have adopted a union-line stance in only one decade, a level not reached by the private sector for thirty-seven years.[30] Obviously, the investigation of the effect of collective bargaining on staff development needs to be given first rate priority.

The second key objective of this paper is to delineate serious gaps in the current literature on inservice education and, in so doing, to make recommendations for further study. While the literature of inservice training has undergone an increasingly rapid expansion over the last decade, as we have already seen, it comes nowhere near to being exhaustive. In fact, it is clear from what has been said to this point that the role of the graduate school in, and the effects of retrenchment and collective bargaining on, staff development need considerably more attention than they have received to date. Several additional areas need significant study:

(1) While several national surveys have been made of

inservice needs, more such data is needed and we need it on a continuing basis to be able to identify common and recurring needs, to make viable funding decisions, and to do substantive long range planning.

(2) While we have in the literature some descriptions of successful state-wide and campus-wide models for staff development, we need many more. These descriptions should supply guidelines for implementation whenever possible. Furthermore, useful descriptions of inservice models meeting the special problems and potential of adjunct faculty and classified staff are largely non-existent--a deficiency that represents a critical gap in our knowledge.

(3) There is little investigation into the important problems posed by weak or non-existent commitment to staff development on the part of community college trustees or into useful methods to elicit and strengthen active trustee support.

(4) The major problem of funding for staff development has received due notice and review in the literature. However, not enough attention has yet been paid to seeking low-cost high-return programs.

(5) The value of community advisory boards in planning

inservice programs needs investigation and models for the successful participation of such boards needs to be described.

(6) Finally, the present and potential influence and emphasis of accrediting agencies on staff development and inservice education as one indicator of institutional vitality needs to be studied.

Clearly, the foregoing list is not comprehensive, but it does suggest that while inservice education may be an idea whose time has come on the community college scene, much research remains to be done before inservice training comes fully into its own.

In conclusion, this review of the literature was not meant to be exhaustive. Its aim has been to delineate the significant concerns of the research to date, to present an introductory survey to some of the substantive work done on these concerns, and finally to suggest priority areas that need further investigation. Though any review like this tends to be less than exciting, a knowledge of the literature, its emphases and gaps, is imperative if we are not to repeat the errors of the past, painfully discover lessons already well learned elsewhere, and, as the old cliché goes, end up "re-inventing the wheel." In short, a thorough knowledge of the literature can serve as a sound springboard to successful staff development.

## NOTES

[1]Gordon Kilpatrick, Inservice Education with Recommendations Concerning its Implementation in American Junior Colleges. El Camino, California: El Camino College, 1967.

[2]Richard E. Wilson, "Staff Development: An Urgent Priority," Community and Junior College Journal, Vol. 43 (Jun.-Jul. 1973), p. 68.

[3]Roger Garrison, Junior College Faculty: Issues and Problems (Washington, D.C.: American Association of Junior Colleges, 1967).

[4]Respectively, Inservice Education in American Public Junior Colleges (Unpublished doctoral dissertation, Illinois State University, 1967); and Organization and Administration of an Inservice Program for Public Junior Colleges (Unpublished doctoral dissertation, University of Nebraska, 1968).

[5]Inservice Training for Two-Year College Faculty and Staff: A Survey of Junior and Community College Administrators (Washington, D.C.: American Association of Junior Colleges, 1969).

[6](Tucson, Arizona: University of Arizona Press, 1972).

[7]Roger Yarrington, editor, Educational Opportunity for All: New Staff for New Students: Report of the 1973 Assembly of the American Association of Community and Junior Colleges (Washington, D.C.: American Association of Community and Junior Colleges, 1974).

[8]Wilson Wetzler, "A Break-Through for Faculty and Program Development," Junior College Journal, Vol. 40 (Jun.-Jul. 1970), pp. 13-15.

[9]Harold H. Kastner, "A System-Wide Approach," Community and Junior College Journal, Vol. 44 (Nov. 1973), pp. 14-15.

[10]S.V. Martorana and others, "Toward Improving the Learning Process," Community and Junior College Journal, Vol. 44 (Aug. 1973), pp. 56-57.

[11]"Integrated Inservice Development," New Directions for Community Colleges, Vol. 1 (Spr. 1973), pp. 41-51.

[12](Gainesville, Florida: University of Florida Institute of Higher Education, 1971).

[13]Earl A. Koile and June Gallessich,"A New Edge on Education: The Dallas Human Relations Lab," Junior College Journal, Vol. 41 (Mar. 1971), pp. 31-37.

[14]Junior College Journal, Vol. 41 (May 1971), pp. 26-29.

[15]Junior College Journal, Vol. 40 (Apr. 1970), pp. 6-9.

[16]"Urban Diary: Kansas City," Junior College Journal, Vol. 41 (May 1971), pp. 18-22.

[17]Roger H. Garrison, "1969 Seminar for Great Teachers; Preliminary Report on a National Experiment," Junior College Journal, Vol. 40 (Nov. 1969), pp. 7-9.

[18]Gene I. Schwilek and Warren Bryan Martin, "Danforth's Community College Institute," New Directions for Community Colleges, Vol. 1 (Spr. 1973), pp. 31-39.

[19]R. J. Hardner and D. L. Pratton, "Curriculum Reform Through Behavioral Objectives: Report of an Inservice Project at Columbia Basin College," Junior College Journal, Vol. 41 (Oct. 1970), pp. 12-16.

[20](Durham, N.C.: National Laboratory for Higher Education, 1972).

[21]The Carnegie Commission on Higher Education, The Fourth Revolution--Instructional Technology in Higher Education (N.Y.: McGraw-Hill, 1972).

[22](Gainesville, Florida: University of Florida Institute of Higher Education,1971).

[23]Louis W. Bender, "Governmental Actions Affecting Staff Development," Educational Opportunity for All: New Staff for New Students: Report of the 1973 Assembly of the American Association of Community and Junior Colleges. (Washington, D.C.: AACJC, 1974).

[24]"Do We Need a Community College Institute?" Junior College Journal, Vol. 39 (Oct. 1968), pp. 36-40.

[25](Charlottesville, Virginia: University of Virginia, 1970).

[26]"Cooperative Faculty Development," Community and Junior College Journal, Vol. 44 (Nov. 1973), pp. 32-33.

[27]"Graduate Career Development Center for Community College Personnel," Audiovisual Instruction, Vol. 19 (Jan. 1974), p. 21.

[28]Vol. 1 (Apr. 1973), pp. 22-28.

[29](New Rochelle, N.Y.: The Group for Human Development in Higher Education, 1974).

[30]Community and Junior College Journal, Vol. 43 (Oct. 1972), p. 27.

[31]Faculty Collective Bargaining in Postsecondary Institutions: The Impact on the Campus and on the State. Education Commission of the States, May, 1972. Report No. 28.

# COMMUNITY COLLEGE STAFF DEVELOPMENT

an Annotated Bibliography

prepared for the conference

"Planning for Community College Staff Development"

July 1-3, 1974

compiled by

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## INTRODUCTION

The annotated bibliography below offers a review of the substantive literature pertinent to community college staff development. A presentation of significant items on various aspects of the topic was the goal here, rather than an exhaustive listing.

Several limitations apply to this brief. Predominant attention is given to material dealing with inservice education (training for staff already employed and working in the community college). While the stress is on training for faculty, a number of documents describe programs which include administrators, counselors, even classified staff. Preservice education and the orientation of new staff receive only the most cursory attention, mainly as the various works discuss them in conjunction with inservice training. Such a limitation seemed appropriate both because of the emphasis of the present conference and because of the significantly slowed growth of the community college movement in the 1970s. The latter point is an important one. In the last few years, evidence has appeared of a significant change in focus from the orientation and assimilation of large numbers of new staff (characteristic of the extraordinary expansion of the two-year college in the 1960s) to the refreshment and upgrading of existing personnel due to the stabilized, low-turnover staff situation which is increasingly characteristic of the 1970s. Persons interested in an introduction to substantive preservice and orientation literature are directed to the ERIC brief, listed within the present work, on Community College Faculty Development prepared for the AACJC 1973 Assembly "New Staff for New Students."

ERIC Document (ED) numbers and CIJIE (EJ) numbers are presented, whenever possible, to expedite the retrieval of information, especially on items not easily obtainable from other sources.

-Terry Wallace
Harrisburg Area Community College
6 June 1974

# STAFF DEVELOPMENT

## AN ANNOTATED BIBLIOGRAPHY

Atwell, Charles A. and Robert W. Sullins. "Cooperative Faculty Development." Community and Junior College Journal, Vol. 44 (Nov. 1973), pp. 32-33.

Identifies as a commonly lacking element in faculty development "the cooperative effort, on an equal partner basis, between the community college and the graduate training institution, and reviews a model of successful cooperation between two such institutions, New River Community College, in southwestern Virginia, and Virginia Polytechnic Institute and State University.

Barthlow, Robert L. "Don't Overlook Classified Staff." Community and Junior College Journal, Vol. 44 (Nov. 1973), p. 34.

Stresses need for on-going staff development program for administrators and classified staff, suggesting rationales and workshop topics.

Bender, Louis W. and James O. Hammons. "Adjunct Faculty: Forgotten and Neglected." Community and Junior College Journal, Vol. 43 (Oct. 1972), pp. 20-22.

Notes the significance and advantages of adjunct faculty to the community-junior college and stresses their need for orientation and in-service education.

Berbert, D. G. "Urban Diary: Kansas City." Junior College Journal, Vol. 41 (May 1971), pp. 18-22.

Describes a one-week sensitivity-type seminar in Kansas City to develop a greater awareness and emphatic feeling on the part of the faculty members, chiefly white, about the environments, attitudes, social and economic problems of students from different racial, ethnic and counter-culture minority groups. Details on activities and faculty response.

Bessent, E. W. and others. Designs for Inservice Education. Austin, Texas: The University of Texas Press, 1967. (ED 011 591)

Focuses on inservice education concerned with instructional improvement and reviews three approaches the practitioner may use to reach this goal: the laboratory approach, the classroom experience model and the teaching demonstration model. Though the target audience of this monograph is the public school administrator, many of its observations may be applicable to planning community college in-service education programs.

Bogart, Quentin, ed. Proceedings: The Third Junior College Conference, April 15-16, 1971. Arizona State University. Tempe, Arizona: Arizona State University Bureau of Educational Research and Services, 1971. (ED 065 125)

Central conference concerns were the forecasting of instructional needs, the types of preservice training programs required to meet those needs, and the selection of desirable instructional competencies. Win Kelley's paper on "The Competent Community Junior College Teacher" defining competencies, skills, and attitudes for effective community college teaching may be as applicable in determining inservice needs as it is in targeting preservice goals.

Bushnell, David S. Organizing for Change: New Priorities for Community Colleges. New York: McGraw-Hill, 1973.

"By tapping the views of trustees, community leaders, faculty members, key administrators and students; by assessing current population and economic trends; and by drawing upon other research efforts," the authors "hoped to identify and analyze forces influencing the future direction of community and junior colleges . . ." Discrepancies between desired goals and present reality are delineated and strategies for "systematically achieving greater harmony between goals and current practices" are suggested.

Chavez, Jose. Summary of Results: Staff Development Survey. Washington, D.C.: American Association of Community and Junior Colleges, 1973.

This survey is a continuation of AACJC's attempt, which began with its survey of community and junior colleges administrators in 1969, to determine on a national scale the staff development needs of community and junior colleges. The objective of the present survey was to obtain current information about the staff development needs of community and junior colleges, about their own inservice programs already in existence, and about the role that AACJC should play in providing assistance to further meet their staff development needs. Chiefly intended as an information-gathering effort rather than one that would lead to an in-depth study. Results from 697 institutions.

Chronister, Jay L. Inservice Training for Two-Year College Faculty and Staff: The Role of the Graduate Institutions. Charlottesville, Virginia: University of Virginia, 1970. (ED 044 093)

Briefly examines important philosophical, curricular, procedural, resource and instructional problems and considerations that must be taken into account when the two-year college finds involvement of graduate institutions in inservice programs a necessity in meeting the staff development needs of its faculty.

Cohen, Arthur. "Towards A Professional Faculty." New Directions for Community Colleges, Vol. 1 (Spring 1973), pp. 101-117.

Examines the current status of community college teaching and suggests further professionalization, not along traditional department lines, but around the discipline of instruction.

Community College Faculty Development: A Brief Prepared for the AACJC 1973 Assembly: "New Staff for New Students." Nov. 29-Dec. 1, 1973. Los Angeles, California: ERIC Clearinghouse for Junior Colleges, 1973.

A bibliography with annotations compiled for the 1973 AACJC Assembly on Staff Development. Covers selected items related to teacher preparation programs, preservice, and inservice education. Emphasizes special and different types of programs that have been proposed or are in operation. Can be used supplements the present bibliography.

Cray, John E. "How Do You Feel About In-Service Education?" Community and Junior College Journal, Vol. 44 (Nov. 1973), pp. 28-29.

Report on a study made in April-May 1973 in 13 public community colleges in the state of Washington to assess the number of faculty who participated in inservice training, the types of training in which they were involved, and the attitudes of those faculty members toward different types of inservice programs.

Colman, Clyde Herbert. Organization and Administration of an Inservice Program for Public Junior Colleges. Unpublished doctoral dissertation, University of Nebraska, 1968. Ann Arbor, Mich.: University Microfilms (Order No. 69-9619).

This research aimed to identify a number of common criteria and procedures utilized by selected public junior colleges for organization and administration of inservice training programs for teachers. Includes a pilot study of eight junior colleges in Kansas, Nebraska, and Iowa and a national survey of public junior colleges. Discovered inadequate programs, poor funding and weak support; made recommendations for overcoming these problems.

Connors State College. Program to Train Instructors of Ten Junior Colleges in the Ozark Economic Development Region. Warner, Oklahoma, 1972. (ED 069 616)

Reviews an inservice program to train instructors in program objectives and educational needs. Notes on participants, activities and evaluation.

DeNevi, D. "Retreading Teachers the Hard Way." Junior College Journal, Vol. 40 (April 1970), pp. 6-9.

Describes a summer institute for community college teachers of the disadvantaged. The goal of the program was to develop a greater sensitivity in the participants to the educational and human needs of the disadvantaged by establishing a one-to-one working relationship with youth of the inner city.

Devore, Paul W. Variables Affecting Change in Inservice Education, Final Report. Morgantown, W. Va.: West Virginia University, 1971. (ED 070 764)

Attempts to identify variables affecting change through inservice education. Discussion centers on elementary and secondary education, but many observations pertain to the junior college situation. Essentially a review of the literature over a 20-year period. Finds case studies on strategies of change and the change process in bureaucratic structures applicable and valuable in supplying substantive observations that are lacking in educational research.

Faculty Development in a Time of Retrenchment. New Rochelle, N.Y.: The Group for Human Development in Higher Education, 1974.

A major work dealing with the effects on staff development of one of the major trends of the mid-1970s. Discusses the increased need for faculty development due to the effects of retrenchment, the kinds of reform required, teacher training, possible inservice programs, the role of experts and consultants, evaluation, national resources, intellectual mobility as opposed to faculty mobility, and makes key strategy recommendations.

Faculty Development in the Junior College: A Second Interim Report on the Program with Developing Institutions of the Year 1969-1970. Washington, D.C.: AAJC Program with Developing Institutions, 1970. (ED 052 773)

Describes and evaluates the second year's work of the AAJC Program with Developing Institutions (the second year stressed faculty development and instructional improvement). Details are given on the program, its history, innovations, and progress.

Fletcher, Leon. "Take to the Road, Teacher!" Junior College Journal, Vol. 37 (Oct. 1966), pp. 19-21.

Describes a Monterey Peninsula College Faculty Travel Seminar funded by the Ford Foundation to gather information on coordinated preoccupational programs and to observe distinctive instruction programs functioning "in the flesh." Discusses design, participants, program observations, and benefits.

Fresno City College, Technical and Industrial Division. Workshop in Preparation of Measurable Performance Objectives. Fresno, Calif., 1972. (Ed 073 258)

Report on a four-day workshop to aid vocational-technical instructors in producing performance objectives for their courses.

Garrison, Roger. Junior College Faculty: Issues and Problems. Washington, D.C.: American Association of Junior Colleges, 1967.

Section reviewing faculty attitudes on the subject of "Professional Refreshment and Up Grading" (pp. 38-46) relates to staff development.

Garrison, Roger H. "1969 Seminar for Great Teachers; Preliminary Report on a National Experiment." Junior College Journal, Vol. 40 (Nov. 1969), pp. 7-9.

Reports on participants, program, aims and results of the first AAJC National Seminar for Great Teachers, a model for later regional and local seminars.

Gilley, J. W. and T. A. Tollefson. Products and Productivity: A Perspective on Learning. Durham, N.C.: National Laboratory for Higher Education, 1972. (ED 069 268)

Reports on an inservice education program to train instructors in the "systems" approach to instruction at Wytheville Community College.

Gleazer, E. J., Jr. "Faculty Development Project." Junior College Journal, Vol. 38 (April 1968), p. 7.

Outlines the AAJC's rapidly expanding Faculty Development Project as of early 1968 due to the passage of the Education Professions Development Act and the receipt of a significant grant from the Carnegie Corporation.

Goodrich, Andrew L. "The Now Faculty and the New Student." Junior College Journal, Vol. 41 (May 1971), pp. 26-29.

Approaches the problem of meeting the needs of the "new students," especially ones from ethnic and racial minorities, through training faculty to a working awareness and new respect for different educational and cultural backgrounds. Lists problems and concerns, discusses Minority Awareness Workshops, sponsored by AACJC, and outlines the nature and value of inreach and outreach programs.

Hardner, R. J. and D. L. Pratton. "Curriculum Reform through Behavioral Objectives: Report of an Inservice Project at Columbia Basin College." Junior College Journal, Vol. 41 (Oct. 1970), pp. 12-16.

Describes the goals, methodology, results, and recommendations of the inservice program of Columbia Basin Community College to reform its curriculum through the implementation of behavioral objectives.

Inservice Training for Two-Year College Faculty and Staff: A Survey of Junior and Community College Administrators. Washington, D.C.: American Association of Junior Colleges, 1969. (ED 034 519)

Constitutes the first major national survey by AAJC to provide information on continuing or refresher studies related to the work of current faculty and staff at American community colleges. Delineated major areas of training demands, reviewed the supply of available training to meet those demands, exposed significant deficiencies in the inservice training supply picture.

Iowa Lakes Community College. Inservice Training for Administrators, Faculty, and Students of a Developing Community College: Director's Evaluation. Estherville, Iowa, 1971. (ED 070 761)

Reports on an inservice program for administrators, faculty, and students which stressed innovations in teaching methods and a study of technical media.

Kastner, Harold H. "A System-Wide Approach." Community and Junior College Journal, Vol. 44 (Nov. 1973), pp. 14-15.

Review of the model Florida Staff and Program Development effort (which allocated three percent of the state's community college appropriation to staff development) after six years of operation. Makes recommendations concerning its mechanics from a state level perspective.

Kilpatrick, Gordon. Inservice Education with Recommendations Concerning Its Implementation in American Junior Colleges. El Camino, Calif.: El Camino College, 1967. (ED 020 721)

Categorizes inservice education by goals, examines various techniques to meet those goals, discusses barriers to, and supplies recommendations for, establishing a program of inservice education. Suggests a change in focus for inservice education from the elimination of preservice deficiencies to growth problems facing faculty on the job.

Koile, Earl A. and June Gallessich. "A New Edge on Education: The Dallas Human Relations Lab." Junior College Journal, Vol. 41 (March 1971), pp. 31-37.

Describes in detail the experience of El Centro Community College in the Dallas Community Junior College district with human relations laboratories. Discusses the design of the program, its content, results and evaluation.

Lefforge, O. S. Inservice Training as an Instrument for Change. Gainesville, Florida: University of Florida Institute of Higher Education, 1971. (ED 055 577)

Presents a plan for community college instructional improvement utilizing inservice education as the instrument of change. Stresses the need to evaluate the results of inservice education in increasing student learning against the input into the program. A major contribution of the work is its list of performance objectives for inservice programs.

Martorana, S. V. and others. "Toward Improving the Learning Process." Community and Junior College Journal, Vol. 44 (Aug. 1973), pp. 56-57.

Describes a statewide model for improving instruction developed by New York with EDPA assistance. The promoting of increased opportunities for the two-year college faculty inservice education is an integral part of the program.

"Microteaching--Inservice Training for Adult Educators." Adult Leadership, Vol. 22 (Nov. 1973), pp. 179-181. (EJ 085 629)

Describes a teacher-training and inservice education technique for providing a series of structured, critiqued training sessions in a short period of time. Outlines its utilization and evaluation at a secondary school adult education staff development conference in Massachusetts. Applicable to community college staff development efforts.

Miller, Bob W. "Graduate Career Development Center for Community College Personnel." Audiovisual Instruction, Vol. 19 (Jan. 1974), p. 21.

Briefly describes a program developed by the Tarrant County Junior College District and the Dallas Community College District for their staffs, whereby personnel can receive graduate training from any one of seven different universities with minimal time spent in residence.

Nelson, James H. "Collective Bargaining: An Instrument for Staff Development." Community and Junior College Journal, Vol. 43 (Oct. 1972), p. 27.

Calls attention to collective bargaining as a potentially significant instrument for staff development. Advocates a shift in focus in agreements from activities which are supposed to result in professional growth to behavioral changes or competencies acceptable as evidence of such growth.

O'Banion, Terry. "Patterns of Staff Development." New Directions for Community Colleges, Vol. I (Spring 1973), pp. 9-29.

Discusses criteria for improved preservice and inservice programs to assure the quality of community college instruction. The university role in improvement, the two-year college role, the place of teaching degrees, federal and state support, and types of inservice programs are discussed. In effect, a general summary of Teachers for Tomorrow.

O'Banion, Terry. "Teachers for Tomorrow: One Year Later." Community and Junior College Journal, Vol. 44 (Nov. 1973), pp. 10-11.

Highlights important staff development events that have followed the publication of O'Banion's distinguished study, Teachers for Tomorrow: Staff Development Programs in the Community-Junior College. Legislative developments on the state and national level, a focus on inservice education by old and new community college journals, the growth of inservice programs on local campuses, and new developments in the area of graduate preservice and inservice education are reviewed.

O'Banion, Terry. Teachers for Tomorrow: Staff Development in the Community-Junior College. Tucson, Arizona: University of Arizona Press, 1972.

A landmark in the field of staff development prepared for the President's Advisory Council for Educational Professions Development. Reviews the major current efforts in preservice and inservice program

planning and recommends programs designed to meet the various needs of staff. The focus is on the instructor due to the critical nature of his needs. Programs described require little modification to fit the needs of independent junior colleges and technical institutes.

Samlin, J. R. Inservice Education in American Public Junior Colleges. Unpublished doctoral dissertation, Illinois State University, 1967. Ann Arbor, Mich.: University Microfilms (Order No. 68-403).

Survey of 403 public community colleges to determine scope of in-service education efforts. Discovered serious deficiencies.

Schafer, M. I. The Student Role of Teachers: Faculty Development in the Community College. Gainesville: University of Florida Institute of Higher Education, 1970. (ED 043 333)

Experts in the junior college inservice field suggest methods for inservice faculty improvement and list significant barriers to effective training.

Schultz, Raymond E. "Low Turnover Creates Staff Development Problems." Community College Review, Vol. 1 (April 1973), pp. 22-28.

Sees the stabilization of community college staffs, after a decade of rapid expansion, changing the focus of staff development from orienting new personnel to keeping staff professionally vital. Presents guidelines for effective staff development and suggestions for implementing activities in the face of low turnover problems.

Schwilck, Gene I. and Warren Bryan Martin. "Danforth's Community College Institute." New Directions for Community Colleges, Vol. I (Spring 1973), pp. 31-39.

Describes the model Danforth Community College Institute designed to give college representatives (faculty and administrators) time, resources, and encouragement to solve a targeted campus problem. Notes problems faced by community colleges, the Foundation's response to these problems, its workshop procedures, the participants' reports and plans for action, the follow-up and evaluation, and suggestions for other institutes.

Singer, Derek S. "Do We Need a Community College Institute?" Junior College Journal, Vol. 39 (Oct. 1968), pp. 36-40.

Suggests the establishment of one or more graduate institutions for the preparation of new, and the refreshment of veteran, community-junior college instructors and administrators, because of the lack of responsiveness of present colleges and universities to the requirements of two-year institutions. Lists emphases for a first-rate program, suggests subsidiary functions, and notes problems facing such an institute.

"Some Perspectives on Staff Development." Community and Junior College Journal, Vol. 43 (Oct. 1972), pp. 14-19.

Composed of a number of thumb-nail articles describing various staff development problems and programs. Contents include: "E.P.D.A. at a Community College," David M. Sims and Glen I. Bounds; "Priorities for Training Minority Staff," Howard Simmons; "Orienting Staff to College Goals," Virginia Keehan; "Training on the Multi-College District," R. Jay LeCroy; "Knowing the Student and the College," Wallace F. Cohen; "Training on a Junior College Campus," Peter D. Pelham; and "E.P.D.A. at the University of Iowa," Duane D. Anderson.

Tiemann, E. F. Director's Evaluation Report. Higher Education Media Institute, the University of Texas at Austin, June 2-July 11, 1969. Austin: University of Texas, Visual Instruction Bureau, 1969. (ED 068 003)

Report on an institute for junior college and lower-division senior college teachers and administrators covering learning, theories, graphics, media production, and instruction systems facilities design.

Urban Education Institute. Director's Report, 1970-71. Pasadena, Calif.: Pasadena City College, 1971. (ED 077 912)

Report on the Urban Education Institute designed to provide part-time inservice education for community college personnel with the objectives of making them more aware and responsive to the needs of students from deprived backgrounds.

Wetzler, Wilson. "A Break-Through for Faculty and Program Development." Junior College Journal, Vol. 40 (June-July 1970), pp. 13-15.

Reports on early progress in faculty and program development in Florida after the passage of legislation to assign three percent of the total community college budget to those purposes. Presents the philosophy, outline, and procedures for implementing a development plan which evolved out of a conference of the Florida Association of Junior Colleges to give substantive direction for profitable use of the funds.

Wilson, Richard E. Anatomy of a Workshop for Inservice Education Personnel. Washington, D.C.: New Institutions Project of the American Association of Community and Junior Colleges, [n.d.].

Summarizes the substance of an AAJC New Institutions Project Workshop for Inservice Education Personnel dealing with the development, trends, and status of community colleges; the facilitation of student learning; the process of effecting change as the purpose of inservice education programs; techniques usable in the presentation of inservice programs; the relationship of inservice programs to the objectives and functions of community colleges; the development of a model inservice program; and the evaluation of inservice programs.

Wilson, Richard E. "Staff Development: An Urgent Priority." Community and Junior College Journal, Vol. 43 (June-July 1973), pp. 68-69.

Chiefly concerned with staff confusion and serious disagreements over the goals and purposes of the community college. Views comprehensive continuing staff development as the solution in overcoming crippling differences of opinion over college goals in a faculty. Suggests AACJC can provide significant assistance in making inservice education a better and more common practice.

Yarrington, Roger. Educational Opportunity for All: New Staff for New Students: Report of the 1973 Assembly of the American Association of Community and Junior Colleges. Washington, D.C.: American Association of Community and Junior Colleges, 1974.

Contains addresses by leaders in the field of inservice education considering present staff development issues, problems, programs and progress. Contents include "A Futuristic Look at Training," William A. McClelland and David S. Bushnell; "Staff Development: A Priority on Persons," Terry O'Banion; "Governmental Actions Affecting Staff Development," Louis W. Bender; "College Environment as a Determinant in Staff Development," Charles C. Collins; "Differentiating Staffing Patterns and Potentials," Ervin Harlacher and Eleanor Roberts; "Work Experience as a Means of Preparation and Renewal," Arden L. Pratt; "Staff Development: A New Promise to the New Student," Connie Sutton; "Staffing to Meet the Needs of Spanish-Speaking Students," Alfredo G. de los Santos, Jr.; "Native American Staff: A Prerequisite to Successful Indian Education," P. E. Azure; "Developing Special Teaching Degrees," Arthur M. Eastman; and "A Role for the Discipline Organizations," Michael F. Shugrue.

Yarrington, Roger. "Facing the Critical Issues." Community and Junior College Journal, Vol. 44 (Nov. 1973), pp. 8-9.

Review of some of the major issues facing staff development. Stresses the need for more agreement on what it is, who it is for, who should do what, how it should be done, and who should pay for it.

Zion, Carol and Connie Sutton. "Integrated Inservice Development." New Directions for Community Colleges, Vol. 1 (Spring 1973), pp. 41-51.

Description by its coordinators of Miami-Dade North's innovative approach to continual professional growth for its entire staff. Details on program assumptions, evolution, organization, offerings, administrative leadership, and results.

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